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ABSTRACT

The radio study campaign combined elements of listening group and study group traditions and added group leaders trained in democratic leadership principles, a text book, and a study guide. It was hoped that the campaign would create a deeper sense of national awareness and, by highlighting the achievements since Tanzanian independence, give people a reason for regarding December 9, 1971, as a time for rejoicing. The radio time was divided into segments of fifteen minutes of music, answers to questions sent in by groups, announcements from campaign organizers, and fifteen minutes of actual studies. The program was successful in achieving national scope, reaching the rural population, establishing effective training methods and demonstrating that people can learn from this method. Improvement in the distribution of printed materials is noted as being necessary. (AG)

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Wakati wa Furaha

MIAKA
TANZANIA
UHURU

An Evaluation of a Radio Study Group Campaign

Budd L. Hall

Research Department

INSTITUTE OF ADULT EDUCATION
UNIVERSITY OF DAR ES SALAAM

FILMED FROM BEST AVAILABLE CO

Spring 1972

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Wakati wa Furaha
An Evaluation of A Radio Study Group Campaign

Budd L. Hall
Research Department
Institute of Adult Education
University of Dar es Salaam

Spring 1972

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Introduction

When the Wakati wa Furaha campaign was in its early stages, the Research Department of the Institute of Adult Education was asked to design an evaluation for this exercise. At first, it seemed as though this might be a fairly routine job of a few days at various points during the campaign. As the campaign gained momentum, it became clear that the scope of this campaign was going to be very large and the potential impact nationally consequently large. It was clear that such a large and time consuming programme needed a deeper investigation than the Research Department originally had in mind. By the time the campaign started, and many of the campaign organisers had finished their production tasks, the evaluation seemed about to take over all other activities in the research office. Now, after months, the campaign has ended and all others have left the Wakati wa Furaha campaign for new projects and activities, the Research Department is just finishing the evaluation report.

The Wakati wa Furaha campaign is the largest radio-study group campaign that we know of in Africa. The campaign reached over 20,000 group members in addition to an "unorganized" audience of many times 20,000. Despite the several problems that have occured, it is considered by the Institute of Adult Education to be a success especially in the area of reaching the rural population. We feel that there is much more potential in this method in Tanzania and elsewhere and hope that this evaluation report will be useful to other organisations which are interested in our experience.

Budd L. Hall

The Concept of A Radio Study-Group Campaign

The radio study group campaign belongs to the historical educational pattern that contains both the organized listening group and the study circle or study group. There are elements of both of these educational stratagies in the practice of the radio study group campaign. As with the other forms, the radio study group campaign operates on the assumption that in order for learning to take place, dialogue must occur not only between the group leader and the members, but among all of the members of the group. This method rejects the authoritarian role of the teacher and stresses that the group leader is trained only in stimulating and coordinating the study of the members, but is not an authority in the subject matter studied. As well as being pedagogically sound, it is felt that this style of education through dialogue more nearly fits the Tanzanian ideology of development. The 1971 TANU party guidelines states, "If development is to benefit the people, the people must participate in considering, planning and implementing their development plans."[1] We feel that the radio study group campaign as developed at the Institute of Adult Education is consistent with desire to give the people the chance to discuss and express themselves about issues concerning their own futures.

Organized listening groups

Organized listening groups have been in operation in many countries for several years. Ohligher has documented the historical development of groups in over 30 countries.[2] Perhaps the best known example of the listening group concept is the Canadian Radio Farm Forum. This project carried out in the 1950's was designed to further the development of those rural areas in Canada not reached by

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1. Tanganyika African National Union. TANU Guidelines 1971 Dar es Salaam: Government Printer, 1971.
2. Ohligher, John. Listening Groups. Mass Media in Adult Education. Boston: Center for the Study of Liberal Education for Adults, 1967.

the more conventional methods of study. The same techniques were later carried out in India on a large scale. Both Schramm and Unesco officials have written comments on the Indian case.[3]

The intention of the method is to make maximum use of the very wide distribution of the radio in rural areas. The spread of radios into the rural areas has taken place at a much faster rate than the general rate of development. The transistor radio is known to nearly everyone in the world. But effective learning is difficult when the communication is one-way and the message once broadcast disappears into the air. In order to partially balance this loss of interaction, groups are organized of people who will listen to the programme together and then discuss the material presented. In this way the advantages of the face-to-face learning situation can be combined with the wide distribution of the radio.

Because of these reasons, organized listening groups were tried in Tanzania. In 1968, Mytton estimated that there was a radio audience in Tanzania of nearly eight million people.[4] In 1969, the Institute of Adult Education began a small scale project based on a radio programme popularizing the Second Five Year Development Plan. This campaign was called Kupanga ni Kuchagua (to plan is to choose) The success of this first experiment led to a slightly larger trial in 1970, this time concerning the 1970 parliamentary and Presidential election. This second campaign was called Uchaguzi ni Wako! (The choice is yours). The third project,

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3. Schramm,W. New Educational Media in Action: Case studies for Planners. Paris: Unesco, 1967

   Bhatt, B.P. and P.V. Krishnamoorthy. "Radio Rural Forums Spread throughout India" in Radio Broadcasting Serves Rural Development, Paris: Unesco, 1965.

4. Mytton, "Mass Media and TANU: Information Flow in Tanzania and its relevance to Development" in Proceedings at the First Annual Conference of the Provisional Council For The Social Studies in East Africa. Dar es Salaam. 1970

Wakati wa Furaha, (Time for Rejoicing), which is reported here went beyond the concept of an organized listening group by adding some of the characteristics of study circles or study groups as they are known in Tanzania.

Study Groups

The study group or study circle also has a history of widespread use. The most prominent examples of the study circle concept are found in Sweden, but there has been extensive use of the method in various other places, including Tanzania before Wakati wa Furaha began. In practice a study group is a group of voluntary members who recieve printed study materials from a central organization on various topics of interest. The group leaders in most cases are trained in the organizing and operating of the meetings of the group. Usually a study guide will be provided which assists in deciding on the pace of study and supplies suggested discussion topics. It is this concept which has been put into practice through the Cooperative Education Centre in Moshi, Tanzania for several years.

Wakati wa Furaha

Wakati wa Furaha was conceived as a combination of elements from both the listening group and the study group traditions. There were radio programmes, and organized listening groups, but to this were added trained group leaders, a text-book and a study guide designed to aid in coordinating the text-book and radio programmes with appropriate discussions. The advantages seemed to be obvious. It would be possible to combine the advantages of the radio distribution with the permanence of the printed word. And with the addition of a group leader who was trained in democratic leadership principles, true discussion might take place and the effectiveness of the learning situation improved over either the listening group or the study group when used in isolation.

Aims of Wakati wa Furaha

As the first two experiments of radio campaigns were centred on important national events, the first being the publication of the Second Development Plan, one which for the first time indicated in some detail how the concepts of Ujamaa and the tenets of the Arusha Declaration would be put into practice. The second event was the 1970 national election where both participation and intelligent choices were desirable. As this third project was taking place in 1971, ten years after Independence, it was decided to link the campaign to the celebrations of the Tenth Anniversary.

The feeling was that the campaign should attempt to do several things.

First to create a deeper sense of national awareness - to help people feel that whoever they are, wherever they live, and whatever they do, we are all Tanzanians.

And secondly, by tracing the development of Tanzania from the distant past up until the present day, by highlighting the achievements since Independence, to give people a good reason for regarding the 9th of December 1971 as a time for rejoicing. Which immediately suggested the title for the series: Wakati wa Furaha, which was adopted. The title was intentionally double-edged. The year of independence was something to be joyful about; at the same time the study programmes must be enjoyable too. It won't do to forget that membership of and attendance at group activities is voluntary. If the study group meetings are not enjoyable, the groups will fade.

The campaign was primarily aimed at organized study groups, that is a number of people (usually between 5 and 20) who come together and carry on discussions,

supported by printed materials and regular radio programmes. As most of these groups would operate in rural areas, it was decided that emphasis should be on rural development. And as Independence was the theme of the studies, it was further decided to devote most time to our progress since 1961.

Wakati wa Furaha was considerably more ambitious than the previous two campaigns. Both Kupanga ni Kuchagua and Uchaguzi ni Wako were limited to the two or three regions where we had trained study group leaders. Wakati wa Furaha had to do considerably better than that. There should be groups operating in every region, possibly in every district, throughout the series. And there should be at least 1,000 groups.

This was a huge undertaking, too huge for the Institute to do on its own. Which was one reason for making contacts with other adult education agencies. Another reason was that we wanted to avoid duplication of effort, and which is consistent with our general aim of avoiding isolation - to find collaboration.

The Cooperative Education Centre (CEC) at Moshi was considering Independence celebration programmes too and at a meeting on January 8th 1971 agreed to full-scale cooperation. This was particularly valuable since CEC had had considerable experience in study group work, had an organizational structure geared to this kind of studies, and had about 1,200 groups already established. This agreement clinched the matter, and on the 17th of January the formal decision was made to go ahead with Wakati wa Furaha.

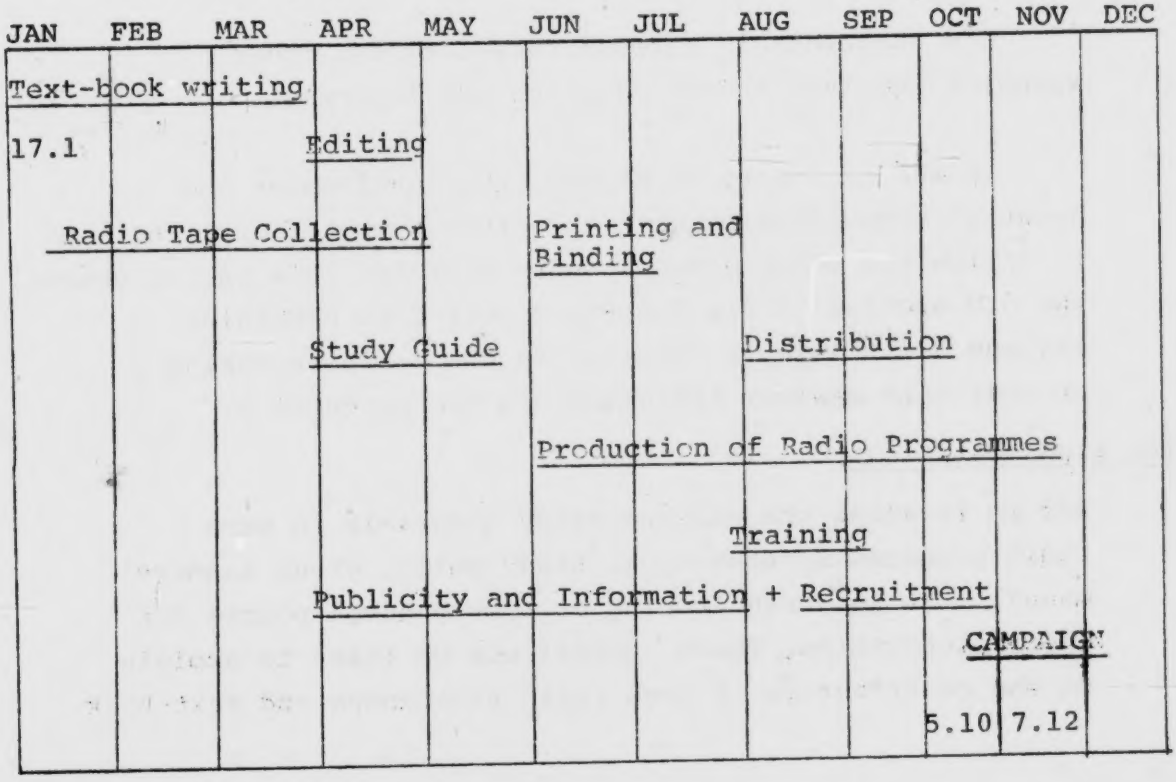
The campaign could be split up in areas of activities, sometimes done in stages, one after the other. Discussion, cooperation with Elimu, TANU, Maendeleo and Radio Tanzania, Dar es Salaam.

Time and Work Schedule

When?

The first thing to do was to make a time plan. The finishing point was the 9th of December, Independence Day. It was felt that a schedule of 10 study group meetings, one a week, was appropriate to the amount of contents to put accross. For various reasons Tuesday was chosen as main transmission day. This meant that the actual study campaign would run 5th October - 7th December.

This gave us a firm basis of dates on which to plan. From there we moved backwards. We knew that distribution of study materials to all parts of the country would take two months. This automatically gave us August 1st as a deadline for completion of publications. That left us with the period from January 17th (when the text-book writers were commissioned) until the end of July into which to squeeze the writing of the text-book, production of radio programmes, editing them, and from them the preparation of the study guide. In this period also had to come the text-book and study guide printing (done by commercial firms) and the preparation and duplication of the group leaders' manual in the Institute of Adult Education. All this can be expressed on a simple time chart.



This chart gave us a set of dead-lines which had to be met. We could easily see that it was a tight fit, and what had looked initially like an unhurried task had already become a race against time."

Who?

The idea of Wakati wa Furaha had emerged from the Publications and Radio Department of IAE, and the tentative planning had been done by its members. This group of people was asked to carry on. The original team consisted of a publications editor and his assistant, a radio tutor and his assistant, and a "proper" adult educator in charge of the training programme and study materials for this. In April/May two more editorial assistants joined the team. Although the members were assigned special tasks, there was no rigid division of labour.

This team then was charged with the production of all necessary study materials (radio and printed, for groups and for the training of their leaders), with planning, and partly carrying out the training, with publicity and information, and with overall planning and coordination.

The relationship between this team and other agencies involved in the campaign was important.

It was necessary to balance the involvement and constant communication with the other agencies with the need to follow the tight schedule very closely. This is, of course, the old problem of finding the proper form combining maximum democratic involvement in the decision-making process with maximum efficiency in the production.

The Study Materials

Before tackling the various study materials in turn - radio programmes, text-book, study guide, group leaders' manual - it is worth looking at some general points for their preparation. These guidelines we tried to explain to the contributors of both radio programmes and text-book

chapters. This is what we said:-

1. Both radio scripts and text-book chapters should be written at the outset in Kiswahili, with a synopsis in English. This synopsis to be submitted by March 1st and the draft manuscript by April 1st.

2. Text-book should not be tied directly to the radio programmes. The latter should give illustrations, stimulation, authenticity etc., the former would be used as background and for further reading, with emphasis on it being written for reading aloud (thus bringing in illiterates) during study group meetings.

3. While our intentions are serious and earnest, our methods should aim at making participation in the Study Group sessions positively enjoyable. Contributors are urged to use a "light touch." The series might lend itself to an academic approach; avoiding this is a challenge to the writers.

4. The material must not be overfilled with facts which are beyond the comprehension of illustrative stories, anecdotes, "colour" and description, in terms which will be understood and appreciated by rural groups.

5. If the scripts or texts, or the suggestions for group discussions, are too abstract, dry, lacking in opportunities for humour and "dramatic experiences" the series will fail in its purpose.

Decision on Contents

A meeting was called where a number of contributors discussed a broad outline submitted by the Wakati wa Furaha team at the Institute of Adult Education.

The meeting decided on 10 radio programmes and 9 text-book chapters as follows:

Radio Programmes No.	Date	Content	Text-book Chapters No.	Content
1	5/10	Traditional stories from long ago		
2	12/10	More traditional stories from the past	1	Tanzania before written history
3	19/10	Personal experience from colonial times	2	Tanzania under colonial rule
4	26/10	TANU's fight for freedom	3	TANU in history
5	2/11	Early rural development	4	Early rural development
6	9/11	The fight against exploiters	5	The development of a cooperative movement
7	16/11	We formed an Ujamaa village	6	How the idea of Ujamaa villages spread
8	23/11	We are all Africans	7	Tanzania and Africa
9	30/11	The voice of Tanzania	8	Tanzania and the World
10	7/11	Rejoicing time -2 hours of songs and dances	9	Cultural expression of Joy

The reason for having only one chapter for the first two programmes is that the first study group meeting will be taken up by practical matters such as election of chairman and secretary, planning of the studies, decision of meeting place; it is also very likely that the group members will not have seen copies of the book before this meeting, and no preparation will have taken place in advance.

The Text-book

Eight writers agreed to contribute to the text-book as follows:

Chapter	Writer
1 Before written History Tanzania Kabla ya Utawala wa Kigeni	Dr I.K. Katoke University of Dar es Salaam, History Department
2 Colonial Era Wakati wa Ukoloni	Emmanuel Mwambulukutu TANU, Political Education Dept.
3 The Rise of TANU TANU Katika Historia	Paul Kimiti TANU, Political Education Dept.
4 Rural Development Maendeleo ya Jamii	T. Nshiku Ministry of Rural Development and Regional Administration
5 Cooperative Movement Vyama vya Ushirika	S.L. Masawe Cooperative Education Centre, Moshi
6 Ujamaa villages Vijiji vya Ujamaa	T. Nshiku
7 Tanzania and Africa Tanzania na Afrika	Dr. A. Temu University of Dsm, History Department
8 Tanzania and the World Tanzania na Ulimwengu	Mrs. I. Brown University of Dar es Salaam Political Sc. Department
9 Cultural Expression of Joy Wakati wa Furaha Kisanaa	G.Z. Kaduma University of Dsm, Theatre Arts Dept.

Synopses for eight out of nine chapters were delivered in the beginning of March, as scheduled. Editorial work began around the 5th of May, and by then we had seven drafts on our tables. The contents of each chapter was scrutinized by the group of editors. A list of suggestions for changes was made and one of us had the task of discussing these with the writer concerned. When the writer had revised his manuscript in the light of these suggestions, our linguistic editor polished the style and language of the manuscript. Finally it was checked by an "editorial board", with representatives from IAE, CEC and TANU. The chapters averaged 2,000 words each.

One of the editors was assigned the task of collecting photographs for illustrations. The main sources for photographs were Tanzania Information Services, the National Museum in Dar es Salaam, Kilimo, TANU, CEC, Kivukoni College and various printed sources. 40 illustrations were finally selected to be distributed evenly throughout the book.

The Radio Programmes

Each programme consisted of 15 minutes of actual studies, preceded by 15 minutes of music, answere to questions sent in by groups, and announcements from the campaign organizers. This first 15 minutes was a kind of "gathering time" programme, to give group members a chance to arrive, settle down and tune in. Due to their topical character, the production of these were left to a later stage.

The arrangement was that IAE was to collect the raw materials, assisted by a number of commissioned contributors from various organizations; these raw tapes were edited by the Institute's radio tutors in cooperation with the producers Radio Tanzania had assigned for Wakati wa Furaha, Mrs. Thecla Chande Ali and C.Y. Msonde, appropriate music and narration - done by David Wakati - were added by Radio Tanzania.

Ideally, as for any other creative and imaginative work, radio programmes are most likely to succeed when the producer, given the broad outlines is able to develop a systematic and coherent theme running through them. This aspect of the radio production was most difficult to achieve partly due to the extreme variation of the raw material supplied by so many organisations. When the final programmes were braodcast, the Institute had to be content with linguistic and technical quality, but was not able to achieve the thematic integration hoped for.

The Study Guide

As the name implies, this booklet was meant to help and guide the group members in their work.

In a general introduction the aims of the Wakati wa Furaha study campaign were explained, a description of a functioning study group given, the various study materials presented, and the use of the study guide was spelt out. Then followed recommendations for each of the ten meetings. With the exception of the first and last meetings - which were a bit special - they all followed the same pattern.

- a summing up of the theme of the meeting
- 2 - 3 suggested points to discuss in connection with the radio programme,
- 3 - 5 suggested points to discuss in connection with the textbook
- a few suggestions for other activities the group members might undertake (study visits, additional reading etc.)
- suggestions for the following meeting (assignments, invitation to guest speakers and the like).

The section on the first meeting gave suggestions for seating arrangements; how to plan the studies during the series; reminded the group of some administrative matters (minutes, report forms, election of secretary). The section on the last meeting brought up the question of keeping the group alive for studies in other subjects.

The study guide was planned, written and edited by the editorial group at the Institute.

Coordination

The editorial process was rather complicated for several reasons. One was that both the radio programme and the corresponding text-book chapter had to be available before the study guide section for that particular meeting could be prepared. There were gaps right up to the dead-line of May 31st. This required constant readjustment and maximum flexibility of staff organization.

Secondly, the link between radio and publications meant that the editors in charge of the study guide had to listen to all tapes and or be given scripts of the programmes. The organization of these listening sessions was a bit tricky.

Thirdly, the language problem. Three of the members of the Wakati wa Furaha team - and those who provided most of the technical know-how did not have a working knowledge of Kiswahili. This gave an added burden of translation and communication.

To keep the situation under control the group met every Monday morning to review the work done during the previous week and to allocate tasks for the new week. Various production charts and check lists were used to keep track of the progress. Without these regular discussions and without these administrative tools we would soon have been lost in heaps of paper and tapes.

Production of the Printed Materials

It was decided at an early stage that IAE should not undertake the actual production of the printed materials. First of all this would have meant a money investment the IAE could not make. Secondly, as it is a time-consuming process and as only two months could be set aside for composing, printing and binding, a totally self-reliant production might have jeopardized the whole campaign. The East African Literature Bureau (EALB), undertook to publish both the text-book and the study guide, and promised to have them ready by August 1st provided manuscripts and illustration originals were delivered by June 1st.

10,000 copies of the text-book (116 pages) entitled Tanzania Kabla na Baada ya Uhuru (Tanzania before and after Independence) were printed at a trade price of 5/25. 3,000 copies of the study guide (44 pages), Kielelkezo cha Mafunzo, were made at 1/75.

We had the first 500 copies of the text-book and 1,000 copies of the study guide on the 9th of August.

The books used in the campaign were printed in Nairobi. This caused the Institute as distributor unforeseen difficulties. Delays in deliveries from the EALB became much more serious because the custom procedure could take up to two weeks. As a result some groups got their books in the middle of November. And this study campaign was geared to radio programmes with fixed transmissions!

Distribution

It is ministerial policy that study materials in adult education should be provided free of charge. Consequently, every registered group of at least 7 members were to be given one set of the text-book and study guide. For this purpose, IAE made a bulk purchase of 1,000 copies of each. These were also meant to be used in the training seminars. But how to combine the two needs in a realistic and functioning distribution system?

Before entering that problem, a few words about CEC here. It had been agreed at a meeting in March that "1,000 copies would be a realistic figure for CEC, provided funds could be raised," as the minutes had it. As it turned out, these funds would be raised by asking groups to pay a registration fee of 5/-. An impossible situation then emerged. In a given place some groups might have to pay for their studies, while others would not.

After negotiations, IAE decided to step in and provide CEC with 1,000 copies of each book for "their" groups. But it was understood that exchange of materials between for instance the local DEO (AE) and the local cooperative education officer could take place for the benefit of all.

IAE found at the first organizers' seminar (for Coast Region in Dar es Salaam, August 4th-6th), that the main limiting factor of the compaign would be the amount of books that could be provided to groups. When it was realized that each district would get only some 15 copies, this was thought to be a

- Practical hints for the conduction of each single meeting with references to textbook and study guide.
- Where to obtain more books, how to get certificates etc.

Publicity

The Wakati wa Furaha team tried to give continuous information about the campaign. As the recruiting of study group leaders and members approached, these efforts were stepped up to a sustained publicity campaign.

Information kit

Many educational officers would be in the positon of spreading the news of Wakati wa Furaha and explaining what it was all about - provided they could get all the basic facts about the campaign in the making. An "Information Kit" was prepared to this end aimed at a two hour presentation to an audience.

It consisted of 5 manuscript pages covering all the main aspects of Wakati wa Furaha (aims, study materials, training, etc.), pocket notes to be used by the speaker, and detailed instructions how this presentation could be done (introductory talk, group work, etc.) A brief tape was recorded with an introduction to the whole series and a story out of the first programme as a sample.

This information kit was distributed in separate Kiswahili and English versions in about 400 copies to DEO's (AE), ministries, organizations such as TANU, National Service, NUTA, and to CEC.

Information at Courses and Seminars

Whenever we got the opportunity we introduced Wakati wa Furaha at adult education seminars and courses being conducted (quite apart from the regular training, mentioned above). The main occasions were:

Kisarawe	February	45	primary school teachers
Moshi	February	100	primary school teachers
Usangi	February	120	primary school teachers
Diploma Course	February	24	students
Singida	March	154	primary school teachers
DSM	May	40	educators of workers (NUTA)
Kivukoni	July	60	primary school teachers
DSM	August	18	Regional Education Officers
Diploma Course	August	28	students

Press Coverage

The first press release was issued on the 29th of March to about 20 different newspapers and magazines, This seems to have had very little impact. At a check-up made in July we could not find any mention of Wakati wa Furaha. The only paper we know carried news about the campaign based on this press release was Uhuru, that printed it in full on the day of issue. Obviously this release was a bit premature, or at least used the wrong approach at that particular moment. Sending releases by letter might not be a very efficient method either.

New efforts were made in August. The opening of the first organizers' seminar in DSM was reported in both the Standard and the Nationalist, and the former carried a good follow-up article at the close of the seminar three days later. The zonal seminars that ensued were also reported by the press.

At the same time news-papers and magazines such as Ushirika, Ukulima wa Kisasa and Kiongozi were approached by personal visits.

Radio Coverage

The first publicity programme was broadcast on March 29th, an interview with Paul Mhaiki, the Director of IAE. A second publicity programme was planned to be inserted

in the University's regular slot. This was to be a discussion, led by the public relations officer at the Hill, with representatives from CEC, the Ministry of National Education, TANU and IAE taking part.

As recruitment programmes it was decided to run a series of quizzes. Six teams were lined up and five matches were needed before the winner emerged. The questions concerned the history and development of Tanzania, that is the same subject matter as Wakati wa Furaha. Various information about the coming campaign was slipped into the general proceeding of the quizzes.

Simultaneously, BAT sent information about Wakati wa Furaha in their commercial programme, broadcast every Wednesday night at 8.30. These information bits were scripted by IAE.

Posters

It was planned to augment the publicity on the radio and through newspapers with posters which could be put up in schools, offices and other public places. Two different designs were used for the posters. One design was for distribution by the Cooperative Education Centre and featured the symbol of that organization. The other was for use by the Institute of Adult Education and Ministry of National Education personnel. A total of 7,500 posters were printed by the Ministry of Agriculture.

SABA SABA Exhibition

A modest screen was mounted at the exhibition ground in Dar es Salaam, and an attraction tape was recorded for the occasion.

Evaluation

Design and Methods of Evaluation

Evaluation Objectives	Methods
1 Per participant campaign costs	Accounting procedures
2 Description of the operation of the training seminars	Training reports from staff
3 Participant's reaction to training seminars	Participant reaction forms
4 Demographic Data a. Sex of participants b. Age of participants c. Occupations of participants d. Education of participants	Class registration forms
5 Rates of attendance	Class registration forms
6 Geographical distribution of groups	Group registration forms
7 Amount of knowledge learned during campaign	Cognative knowledge test
8 Obstacles to organize group study	Evaluation seminars District Education Officers questionnaire

Discussion of methodology

The evaluation design was worked out in order to keep the number of personnel involved and the costs at as low a level as possible. The evaluation objectives were worked out by the campaign organizers from the first stages of the campaign. There were several meetings in which the feasibility of measuring various objectives were discussed. It was helpful to the campaign administration in

CHUO CHA ELIMU YA WATU WAZIMA
CHUO KIKUU CHA DAR ES SALAAM

Jina la msimamizi kikundi: . . . . . .

Mahali kikundi kulipo: . . . . . .

☐ (i) Mjini

☐ (ii) Kijiji cha Ujamaa

☐ (iii) Kijiji cha kawaide

Jina la mjibu maswali: . . . . . .

Umri miaka:

☐ 10 - 15
☐ 16 - 20
☐ 21 - 25
☐ 26 - 30
☐ 31 - 35
☐ 36 - 40
☐ zaidi ya 40

Umesoma mpaka darasa gani:

☐ Sikusoma
☐ I - IV
☐ V - VII/VIII
☐ zaidi ya VII/VIII

☐ Mwanaume
☐ Mwananke

Jibu maswali haya kwanza kabla hujafungua ukurasa wa pili.

WAKATI WA FURAHA

COGNITIVE LEARNING TEST

Katika kila swali weka alamo ✓ katika nafasi ☐ mbele ya jibu kamili la swali hilo kati ya hayo yaliyoandikwa. Usiandike kitu kingine cho chote:

1. Taja kabila moja hapa Tanzania ambalo hapo kale lilikuwa na mtawala maarufu sana.

   ☐ 1 Waha
   ☐ 2 Watindiga
   ☐ 3 Wahehe
   ☐ 4 Wafipa

2. Kati ya Wakoloni wafuatao yupi alitutawala kwanza.

   ☐ 1 Marekani
   ☐ 2 Mwarabu
   ☐ 3 Mwingereza
   ☐ 4 Mjerumani (Mdachi)

3. Kati ya mataifa yafuatayo, taifa lipi liliendasha biashara ya watumwa hapa Tanzania:

   ☐ 1 Waarabu
   ☐ 2 Makaburu
   ☐ 3 Wahindi
   ☐ 4 Warasha

4. Kati ya vyama vifuatavyo, kipi ni chama cha Ushirika cha uuzaji wa masao hapa Tanzania.

   ☐ 1 NUTA
   ☐ 2 UWT
   ☐ 3 NCU
   ☐ 4 TANU

5. Makao makuu ya Umoja wa Nchi Huru za Afrika yako wapi?

   ☐ 1 Nairobi
   ☐ 2 Cairo
   ☐ 3 Addis Ababa
   ☐ 4 Lagos

6. Ni nani aliyepandisha Mwenge Kileleni mwa mlima Kilimanjaro kwa mara ya kwanza?

   ☐ 1 Kawawa
   ☐ 2 Nyirenda
   ☐ 3 Sijaona
   ☐ 4 Sarakikya

7. Kituo kikuu cha bashara ya watumwa hapa Tanzania bara kilikuwa wapi?

   ☐ 1 Tabora
   ☐ 2 Kilwa
   ☐ 3 Tanga
   ☐ 4 Bagamoyo

8. Vita gani vilipigwa kati ya wananchi na wazungu ili kupinga ukoloni hapa Tanzania bara:

   ☐ 1 Maji Maji
   ☐ 2 Vita vikuu vya pili vya Dunia
   ☐ 3 Mau Mau
   ☐ 4 Vita na Wangoni (Zulu)

9. Azimio la Arusha lilitolewa mwaka gani?

   ☐ 1 1961
   ☐ 2 1964
   ☐ 3 1954
   ☐ 4 1967

10. Makao makuu ya Umoja wa Mataifa yako katika nchi gani?

   ☐ 1 Urusi
   ☐ 2 Marekani
   ☐ 3 Italia
   ☐ 4 Vietnam

general to plan the evaluation at the same time that the general campaign was going on. As is the case in most evaluations, we finally chose objectives which were a compromise between the level of precision we needed and the available resources.

Whenever possible we tried to combine the forms necessary for everyday administration of the campaign with those to be used for evaluation. In other words we tried to build our evaluation instruments into the forms which we would have to use even if the campaign were not being evaluated. An example of this can be seen in the class attendance register. In addition to places for the names and number of times attending there were spaces for places of the meeting, group leaders' name and address, occupation, age, sex and schooling of the participants. These forms were the most valuable single source of information about the campain.

Knowledge Gain Test

We felt that one of the most important objectives to measure in the campaign was whether or not a gain in knowledge could be shown from the beginning of the campaign to the end. During a ten week campaign of one hour per week, it is necessary to be able to show that the particpants actually learned something. In order to do this we designed a ten item knowledge test which could be given to a sample of groups both before and after the campaign. A series of questions which were common to both the text book and the redio programmes were prepared and pre-tested in Dar es Salaam. After item analysis was carried out, ten questions were selected as multiple choice items for use.

Fifty groups were to be chosen in ten different areas. The tests were to be administered by the organizers. In groups where a number of illiterates were members (most groups) the tests were to be administered orally to the participants one at a time during the first week of the programme. In groups where everybody could read and write, the participants filled in the tests themselves.

Evaluation Seminars

The obstacles to efficient study group operation we thought could be best identified in discussions with those who had taken part in the campaign. We had two evaluation seminars: one with the District Adult Education Officers who were largely responsible for the campaign up-country and another with organizers from the Institute of Adult Education, the Cooperative Education Centre, TANU political education unit and Radio Tanzania. Both of these proved to be very useful ways of analyzing the problems in the campagin.

Training

Experience, especially from Uchaguzi ni Wako, showed that training of study group leaders was a crucial factor for the establishment of groups. The functioning groups were concentrated to areas where training seminars had been conducted. In other words, to make Wakati wa Furaha a really nationwide campaign, study group leaders from all parts of Tanzania had to be trained.

This was obviously a gigantic task, even for the combined resources of IAE and CEC. In the sense that it is the more experienced, the latter had the more sophisticated structure of the two. Let us look how this structure was used for Wakati wa Furaha.

CEC had a system of "wings" in 8 different places in the country. There were two instructors attached to each wing. They worked in close contact with the cooperative education secretaries of the Unions. At the time there were 25 such unions, covering the whole country.

These officers gathered for a seminar at the CEC headquarters at Moshi in July, where the Wakati wa Furaha campaign was discussed and a training programme, to be carried out locally by the field officers, was hammered out.

Was it possible for IAE to carry out a similar two-step training scheme? It was at this point that the Ministry of National Education stept in - in a decisive way.

The Ministry had at an early stage supported the idea of Wakati wa Furaha all along, but had been unable to take part in the production process. It was now decided that the DEO's (AE) should be asked to train study group leaders and organize the campaign in their respective districts. This meant in fact that the ministerial structure was put at the disposal of the campaign.

Stage I

A joint invitation was issued, signed by the Director of IAE and the Assistant Director of National Education (AE) to seminars held at six different places, as shown below:

Place	Time August	Regions covered
Dar es Salaam	4th - 6th	Coast City of DSM
Inst. of Adult Ed. MBEYA Mbeya Rural Tr.Centre	11th - 13th	Iringa Mbeya
MWANZA Game Scout Training Centre Pansiansi	11th - 13th	Mwanza Mara West Lake Shinyanga Kigoma
MTWARA	18th - 20th	Ruvuma Lindi Mtwara
DODOMA Hombolo Rural Tr. Centre	18th - 20th	Dodoma Singida Tabora Morogoro
SAME Same Rural Tr. Centre	25th - 27th	Tanga Kilimanjaro Arusha

As appears from the table, each seminar lasted for three days. They followed the same pattern, although some changes were made to adjust to the wishes and rythm of each group. The syllabus followed this pattern:

FIRST STAGE TRAINING SEMINAR TIME TABLE

First Day

Activity	Time Needed
Registration	
Opening and presentation of the campaign	2 hours
Principles of grouup work and leadership	2 hours
Study group materials Examples of Wakati wa Furaha	1 hour
How to conduct a study group meeting	1 hour
Second Day	
Group work reports	4 hours
Planning and conducting a local study group campaign	2 hours
Presentation of suggested training syllabus	1 hour
Discussion of the plan	1 hour
Third Day	
Adaptation of the seminar syllabus to other time tables	2 hours
Recruitment of group leaders and members	2 hours
Supervision of study groups	1 hour
Evaluation of the seminar	1 hour

The seminars were led by IAE tutors, at least one of whom was a member of the Wakati wa Furaha team. Besides the DEO's (AE), tutors in adult education at the CNE's, Colleges of National Education, and officers in central educational positions within various organizations were invited.

About 25 different stencils were produced for these seminars. 3/4 of these were issued in Kiswahili. The intention was that the participants would be able to use these in their future study group leader training, if they felt like it. The study group method was extensively used

at these seminars to give the participants maximum practice.

There were varied observations as to the most difficult parts of the training. The majority of the trainers thought that the most difficult section of the training was the idea of study group method and the supervision of the study groups. It was generally felt that more time should be spent in these sections. It was felt that in the future instead of having one radio programme as a training model, there should be two.

Practical Problems

The following are the main problems experienced by the trainers.

1. Transport for the participants from their districts to the places where the seminar was taking place. A good example is the distance from Kigoma to Mwanza. DEO's in Kigoma Region were expected to attend the seminar in Mwanza. Also some of the seminar centres were too far from the town. From Dodoma town to Hombolo it is 40 kms and from Mtwara town to Mtanya (Mtwara) Rural Training Centre it is over 30 kms. In both cases there are no regular transport to the centres.
2. Organization. In two cases the seminars had to be delayed for hours because either participants did not know exactly the meeting place or they did not receive the letters inviting them to the seminar.

   In the case of Mwanza, the participants were requested to go to Misungwi, but were not informed of the change of venue. The seminar took place at Pariansi instead of Misungwi. This confusion should have been avoided if the organization was in the hands of the Resident Tutor, Mwanza.

Participants reactions

To get the reactions of the participants, a questionnaire was distributed to each participant at the end of each seminar and the participants were asked to answer certain questions.

WAKATI WA FURAHA

FIRST STAGE TRAINERS REPORT

To be filled in by the trainer immediately after the training session

1. Trainers' Names
2. Date
3. Location of training session
4. Type of institution (RTC, CNE, Co-operative wing etc.)
5. Number of participants attending
6. How were they recruited?
7. Which part of the training seemed to give the participants the most trouble?
8. What could be done in the future to make the above section or another section more effective?
9. How would you rate this group with regard to interest in the campaign?

   very interested/interested/no opinion/ uninterested/ very uninterested
10. What practical problems did you find at this training session? (place of meeting, weather,sound etc)
11. What do you think will be the most crucial factor in the success of the study groups?
12. Any other comments, suggestions about the training?

Fomu ya kueleza Habari za Mkutano wa mafunzo

Ijazwe mwisho wa mkutano wa mafunzo

1. Tarehe
2. Mahali pa mafunzo
3. Je, kulikuwa na sehemu fulani ngumu sana za mkutano hii ya mpango huu wa mafunzo? Ndiyo/hapana. Kama ndiyo ni sehemu gani.
4. Je, ni lazima sehemu fulani za mafunzo zipewe muda mwingi zaidi?

   ndiyo/hapana. Kama ndiyo ni sehemu gani hizo zipewe muda mwingi?

The following is the result of this exercise.

Q. Were any of the sections of this training programme too difficult?

Responses	Number	Percentage
Yes	36	40
No	51	58.9
No reply	1	1.1
Total No. of participants	90	100

Q. If yes, which section?

No.	Answers	Number of responses
1.	The use of books (on various topics) and reading materials	11
2.	Integrating radio programmes into the studies	7

Q. Should more time be given to some parts of this training?

Responses	Number of responses	Percentage
Yes	52	57.8
No	32	35.5
No reply	6	6.7
Total	90	100

The responses to the question "if yes, which parts" were related to the sections which they found were difficult during the training programme. Many people felt that more time should be spent on discussions of various topics, recruitment of group leaders and the supervision of study groups. There were a number of people who thought

that the aims of Wakati wa Furaha should have been explained in detail.

Stage II

As mentioned above, the second stage of training was supposed to be done by DEO's andC o-operative Education Secretaries in the "wings." The financing of these seminars for study group leaders was done at the district level.

The following is one example, from Dodoma District, of seminar organization at district level. All these were one-day seminars.

Date	Time	Place	Areas
13.9.71	10.00 a.m.	Mantumbulu	Mantumbulu Mpungunzi Nkulabi Fufu Mlowa Bwawani
14.9.71	10.00 a.m.	Mvumi Ikulu	Mvumi Ikulu Makan'gwa Iringa Mvumi Idifu Ngahalezi Handali Ndebwe
15.9.71	10.00 a.m.	Mwitikira	Mwitikira Ibugula Mpwayungu Nkambaku
16.9.71	10.00 a.m.	Kikombo	Kikombo Ikiwalla Mgunga Manase Manyeche
17.9.71	10.00 a.m.	Buigiri	Buigiri Manchali Ikowa Chilonwa Msanga
18.9.71	10.00 a.m.	Hombolo Bwawani	Hombolo Bwawani Hombolo Makulu Mkoyo Chenene Babayo Mayamaya

Date	Time	Place	Areas
19.9.71	1o.00 a.m.	Itiso	Itiso Segala Izava Sajirwa Chiwando Dabalo
20.9.71	10.00 a.m.	Mundemu	Mundemu Msisi Lamaiti
21.9.71	10.00 am.	Nala	Nala Ilindi Mbalawala Kongongwe Zuzu
22.9.71	10.00 a.m.	Kigwe	Kigwe Mchewala Chikola Chitalalo Ibihwa
23.9.71	10.00 a.m.	Bahi	Bahi I and II Nagulo Makanda
24.9.71	10.00 a.m.	Chipanga	Chipanga Chali

The duration of the seminars were different from one district to another. The planners of Wakati wa Furaha thought that the seminars would take two days. (See timetable below).

The participants were asked the same questions as in Stage I. It is interesting to note that the responses were the same. Participants who thought the training programme was difficult were very few. Books and materials as in Stage I was the most difficult part to understand. As in Stage I participants suggested more time to be used on books and materials and on group discussion methods.

Altogether 1854 group leaders were trained.

STAGE TWO TRAINING SEMINAR TIME TABLES

First Day

Time	Activity	Material
8.30 - 9.30	Opening of Seminar (REO,AC..) Registration of participants	Seminar register form (stencil)
	Seminar syllabus	Syllabus/time-table (stencil)
	Practical matters (organisation etc.)	
9.30 -10.30	Wakati wa Furaha:background, aims, campaign outline	Facts from "Zana za maelezo":baada 'Karatasi za maandishi Campaign scheme (stencil)
	Questions.	
	Distribution of (a) text-book,(b) study guide and (c) leader's manual	Text-book:Tanzania kabla na baada ya Uhuru (printed)
	Presentation of posters	Study guide:Kielekezo mafunzo.(Printed)
		Leader's manual: Kijitabu cha kiongozi (stencil). Posters (printed).
10.30-11.00	T E A B R E A K	
11.00-12.00	What is a Wakati wa Furaha study group (explanation of methods)? Division of seminar participants in groups (5-8 people in each)	A study group and a class compared (stencil)
12.00-1.00	Leadership in Wakati wa Furaha study groups	Functional leadership in Wakati wa Furaha study groups (stencil)
1.00 - 2.30	L U N C H B R E A K	
2.30-3.30	Leadership in Wakati wa Furaha study groups continued. Group work (30 min.) Reporting (30 min.)	Group work instructions (stencil).

Time	Activity	Material
3.30-4.20	How to recruit study group members: Introduction (10 min.) buzz groups (20 min.) reporting (20 min.)	Ways of recruiting study group members (stencil). Group work instruction: (stencil)
4.20-4.30	Preparation for next seminar day. Assignments	What to prepare for the next seminar day (stencil)
Second Day		
8.30-9.30	How to use text-book, study guide and leader's manual Introduction (15-20 min.) Group work (40 min.)	Group work: Plan the 2nd meeting (stencil)
9.30-10.30	How to use text-book etc., continued. Reports and discussion	
10.30-11.00	T E A B R E A K	
11.00-12.00	Wakati wa Furaha meeting Mkutano wa pili	If possible: tape recorder and tape with the 2nd radio programme. Text-book, study guide and leader's manual
12.00-1.00	Experiences from the meeting. Discussion about problems and how to meet them.	
1.00-2.30	L U N C H B R E A K	
2.30-3.30	1. How to register groups, how to use report forms. 2. Wakati wa Furaha research 3. Where to get (a) material (b) assistance (c) information	Register and report forms (stencils). Examples (stencisl).
3.30-4.30	Summary of the seminar. Distribution of certificates.	

The Groups

There were several items of interest to the campaign organizers about the groups themselves. Three specific kinds of information have been determined from the registration and attendance forms: size of groups, meeting places and group attendance rates.

Size of the groups

In the instructions during training, suggestions were made that the groups should have between 10 - 15 members. The groups actually ranged from three members to more than 230. In this last case, from Morogoro district, all 230 members met together in order to listen to the radio broadcasts and then divided into 20 smaller groups in order to have discussions. The average number of members registered for the nation was 16. From the table below, individual district averages are available.

District	Mean number of registered members	District	Mean number of Registered members
Arusha	20	Bagamoyo	22
Biharamulo	15	Bukoba	16
Bunda	12	Dar es Salaam	14
Dodoma	21	Geita	15
Hanang	13	Handeni	17
Iramba	19	Kahama	21
Kasulu	13	Kigoma	18
Kilosa	12	Kisarawe	15
Korogwe	13	Lushoto	14
Mafia	17	Mbeya	15
Mbinga	12	Mbozi	14
Morogoro	12	Mpwapwa	26
Musoma	16	Mwanza	10
Mzizima	14	Ngara	14
Njombe	12	Nzega	14
Rungwe	28	Singida A	14
Singida B	16	Songea	12
Sumbawanga	30	Tabora	11
Tanga	17	Tunduru	12
Ulanga	12		

The question of control

One of the questions that faced the organizers of the campaign was that of keeping the number of groups at a level that made supervision and supply of materials possible. It was not possible for everyone who wanted to become a group leader. In some cases it was difficult to provide enough groups for the large numbers of people who wanted to join the campaign. The limiting factors in this campaign were the number of books which were available for distribution. The principle was that each trained group leader would receive one copy of the text book which he could read aloud to the members. In fact there were not enough books to distribute to each group leader, some groups were not formed because of this. The other controlling factor, the availability of trained leaders, meant in this case that no more than 2,000 groups could be officially organized because this was the number of trained leaders.

On the larger question of limiting the number of people who could join each group, no decisions could be reached. It is unjust to tell someone that he cannot be a member, and we have seen that some groups in fact exceeded 200 members. Most of these groups listened first to the radio broadcasts and to passages read aloud from the textbook. They then broke up into sub-groups for discussions. It is possible that the method itself is self-limiting in a way. It is so difficult to conduct discussions and dialogues with more than 15 people that the groups tend to diminish without outside control. It is an important question to consider for larger, better publicized campaigns.

Supervision

It is recognized that groups which are not visited by a representative of the campaign organizers tend to feel deserted. In many cases where groups have failed to complete the planned series of meetings, lack of supervision has been the most likely cause. The absence of supervision also means that problems which the groups have met remain unsolved.

They may have trouble with the study method used, they may not understand some questions or overlook the need for supplementary information.

The supervision of the Wakati wa Furaha study groups was conducted by DEO's (AE) mainly. The Institute staff participated also and visited groups around Dar es Salaam and in Morogoro district. The DEO (AE) met with many problems. One obvious problem was the fact that groups naturally met during radio transmissions. Consequently supervision opportunities were restricted. At best one sppervisor could visit two groups in one day. The distance between groups was another limiting factor. In many cases groups were scattered over the district making it very difficult to reach them at all.

Meeting Place

The only requirements for effective group participation in this campaign were a trained leader, a radio, a text book and a study guide. It was not necessary to provide classrooms, chalk, exercise books or pens and pencils. Because of this the locations of the study groups could be varied. Many groups met in the community school classrooms (adult education centres). Others met under shade trees outside of the schools. Still others met in cooperative offices, Ujamaa village centres or community centres. The table below indicates the locations of the group meeting place.

Meeting Place	Per cent of groups
Primary Schools	40
Out-of-doors education stations(often adult education stations)	40
Community Centres	7.5
Ujamaa Village	6.5
Cooperative societies	3
Tanu Offices	2
Secondary or Teacher Training Schools	1
	100.0

Rates of Attendance

The rates of attendance have been calculated on a group rather than individual basis. The rates given are the averages for the groups in each district. The rates have been taken to be partial indicators of the interest in the method and the topic of the campaign. Although one might ask the various members if they thought the campaign was interesting or valuable, the only sure way of judging the impact is to see whether they continue coming to the group meetings time after time.

The range of attendance rates is from 10 per cent (an average of 1 meeting per campaign) to 100 per cent. The average attendance rate for all groups in the country was 65 per cent. This figure is quite high for adult education classes in the adult education centres. It is quite normal for attendance to run at the rate of 33 per cent for an entire class. The rate of 65 per cent must be seen as an achievement.

District	Percentage attendance rate	District	Percentage attendance rat
Arusha	45	Dodoma (1 group only)	99
Handeni	64		
Kasulu	58	Kigoma	73
Kisarawe	63	Korogwe	75
Mafia	64	Masai	60
Mbeya	53	Mbozi	59
Mbulu	41	Morogoro	72
Musoma	81	Mzizima	64
Songea	34	Sumbawanga (1 only)	55
Tabora	39		
Iringa	80	Lushoto	69
Tunduru	80	Singida	83
Ukerewe	79	Ulanga	77

Geographical Distribution

As we have mentioned earlier, one of the important goals of this campaign was to establish the campaign as an effective national exercise. In the previous two campaigns, the basic

principles of learning through organized listening groups had been established but the main distribution of groups was limited to two or three regions. This time we were interested in the whole country. From the registration forms we have evidence that groups were registered in 42 districts (out of 65).

The Group Members

One of the objectives of our evaluation was to get some precise information as who the members in these kind of study groups might be. Would the campaign appeal to one age group rather than another? Would we end up with a large number of Standard VII leavers? Would women out-number men? Would any farmers at all be interested in the campaign? Once the attendance registers began to come in this demographic information was easily found (See sample of attendance form).

Sex of participants

The ratio of men to women varied a great deal from district to district. The overall figures for the campaign were 62% men and 38% women. The figures for those districts which had their results in first are listed per cent below.

District	Men	Women
Arusha	43	57
Dodoma	60	40
Handeni	40	60
Korogwe	74	26
Kigoma	73	27
Kasulu	72	28
Kisarawe	84	16
Masai	50	50
Mafia	75	25
Morogoro	47	53
Mzizima	97	3
Mbeya	34	66
Mbozi	79	21
Mbulu	57	43
Musoma	76	24
Sumbawanga	83	17
Songea	43	57
Ulanga	65	35
Overall mean	62	38

CHUO CHA ELIMU YA WATU WAZIMA
CHUO KIKUU DAR ES SALAAM

Kikundi cha mafunzo ya Wakati wa Furaha: FOMU YA KUJIANDIKISHA

JAMBO MUHIMU. Soma karatasi hii kwanza! Jaza nakala 2 za fomu hii
Halafu peleka nakala moja kwa:
Chuo cha Elimu ya Watu Wazima
S.L.P. 20679
Dar es Salaam

Kisha peleka ya pili kwa:

Afisa-Elimu wa Wilaya (E.W.W.), Afisa-Elimu-Ushirika au Katibu-Elimu-Ushirika, au wenginewe. mratibu

UKIFANYA HAYA, kama kikundi chako kina watu wasiopungua 7 na kama nakala zikibaki, mtapata nakala za ziyada za kitabu cha kusoma na za kielekezo cha mafunzo. Chuo cha Elimu ya Watu Wazima na Chuo cha Elimu ya Ushirika vitahusika na utoaji wa hidaya hizi (maana "Mcheza kwao hutuswa").

JINA LA KIONGOZI: JEMADARI MLIMWENGU
(Andika kwa herufi kubwa)

SANDUKU LA POSTA: S.L.P 241
JEMALAKO

WILAYA: MAKWETU

Mahali pa mkutano: MWEMBEKONGWE

Siku ya mkutano: JUMANNE

Wakati wa mkutano: Saa 9½

MAJINA YA WANACHAMA
(Andika kwa herufi kubwa)

1. JEMADARI MLIMWENGU
2. MWAMVUA MSAFARI
3. KARAM MWALIMU
4. HANGAIKO BAHATI
5. JOHN ABEL
6. ALI JUMA
7. CHAUSIKU MATATA
8. MAARAFU KAMAMBE
9. UWEZO SHUGHULI
10. TIMIZA MZALENDO

Halafu peleka nakala moja kwa:

Chuo cha Elimu ya Watu Wazima
S.L.P. 20679
Dar es Salaam

Kisha peleka ya pili kwa:

Afisa-Elimu wa Wilaya (E.W.W.), Afisa-Elimu-Ushirika au Katibu-Elimu-Ushirika, au wengineo.

UKIFANYA HAYA, kama kikundi chako kina watu wasiopungua 7 na kama nakala zikibaki, mtapata nakala za ziyada za kitabu cha kusoma na za kielekezo cha mafunzo. Chuo cha Elimu ya Watu Wazima na Chuo cha Elimu ya Ushirika vitahusika na utoaji wa hidaya hizi (maana "Mcheza kwao hutuswa").

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SANDUKU LA POSTA: S.L.P. 241
JEMALAKO

WILAYA: MAKWETU

Mahali pa mkutano: MWEMBEKONGWE

Siku ya mkutano: JUMANNE

Wakati wa mkutano: Saa 9½

MAJINA YA WANACHAMA
(Andika kwa herufi kubwa)

1. JEMADARI MLIMWENGU
2. MWAMVUA MSAFARI
3. KARAM MWALIMU
4. HANGAIKO BAHATI
5. JOHN ABEL
6. ALI JUMA
7. CHAUSIKU MATATA
8. MAARAFU KAMAMBE
9. UWEZO SHUGHULI
10. TIMIZA MZALENDO
11. MARIAMU YUSSUF
12. MIRIAM YOSSEF
13.
14.
15.

Endelea upande mwingine ikiwa hapana budi!

CHUO KIKUU DAR ES SALAAM
CHUO CHA ELIMU YA WATU WAZIMA
S.L.P. 20679
DAR ES SALAAM

MAARIFA. CHA MAFUNZO KARATASI NA:.....1....

SOMO: Wakati..wa.Furaha.....
MAHALI PA MKUTANO: Ofisi ya TANU yakijiji cha Inamaupate
SIKU YA MKUTANO: Jumanne.....
WAKATI WA MKUTANO: Saa..9½.....

JINA LA KIONGOZI:.MATAJIZO...DUNIA.....
(Andika kwa herufi kubwa)
SANDUKU LA POSTA LA KIONGOZI: .S.L.P..98.....
.MWIMWEMA.....

JINA LAKE (Andika kwa herufi kubwa)	NI WA KIUME AU WA KIKE? (Futa lisilohusika)	KAZI	UMRI WAKO	KISOMO CHAKE (Darasa)	MAHUDHURIO (Tarehe ya mkutano) 5/10	12/10	19/10	26/10	2/11	9/11	16/11	23/11	30/11	7/12
1 MATAJIZO...DUNIA....	Bwana/~~Bibi~~	FUNDI..	29	...VII...	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. CHAPAKAZI.BARAKUVU	Bwana/~~Bibi~~	MKULIMA	37	...IV...	✓	✓	✓	✓	✓	✓	✓	✓		✓
3. FURAHISHA.FUNGAMEZA	Bwana/~~Bibi~~	MGANGA	45	.....	✓	✓	✓				✓	✓	✓	✓
4. SIKUJUA...CHANJIA....	~~Bwana~~/Bibi	BI. MAENDELEO	26	...VIII...	✓	✓	✓	✓		✓	✓		✓	✓
5. MARIA..MSEMAKWELI..	~~Bwana~~/Bibi	MKULIMA	34	...VII...	✓	✓		✓		✓	✓	✓		✓
6. CHAKUPEWA..MAJIMOTO	Bwana/~~Bibi~~	MKULIMA	38	—	✓		✓				✓	✓	✓	✓
7. SHAURI.KAZIYENYEWE	Bwana/~~Bibi~~	MKULIMA	33	...X...	✓	✓	✓		✓	✓	✓		✓	
8. KIBWANA..MBWANA..	Bwana/~~Bibi~~	KARANI	22	...VII...		✓	✓	✓	✓	✓	✓	✓	✓	✓
9. MTABIRI...MNAJIMU.	Bwana/~~Bibi~~	SEREMALA	36	....II...	...	✓	✓	✓	✓	✓	...	✓	✓	✓
10.	Bwana/Bibi	.....	.....	.....	...	...	...	...	...	...	...	...	...	....

(Endelea karatasi na.....—)

Kila mkutano: Kwa waliohudhuria, weka alama ya vema kama hivi, ✓.

The proportion of men to women in this campaign was somewhat of a surprise to most of the organizers as the ratio of women to men in the classes run by the Ministry of National Education is roughly 2:1. There have been several thoughts about why this campaign seemed to appeal to men more than women. One hypothesis is that as the subject of this campaign was political and historical, most women felt that this was not in their field of interest. Politics are often left to the men. Another hypothesis is that because the campaign stressed discussion and dialogue as the method of learning, women were less interested. In many areas of the country women are not used to discussing these kind of subjects with men, so they would be less interested in this kind of learning. Another explanation might be that the large number of women in the national adult education programme is due to the large proportion of literacy classes and homecraft subjects which are easily offered and taught in the community schools. In other words women have in the past been neglected educationally and are making up for this by learning to read now. Men have had more opportunities to learn to read and write in the past and are not so attracted by the literacy classes which predominate in the adult education centres.

Age of participants

The reason why the age of the group members is of particular interest in a voluntary campaign of this sort is that the organizers want to know if there are aspects of the campaign which screen out part of the population. One way of finding out the interest is to look at the distribution of group members throughout the various age brackets. As we can see from the table below, the distribution of age is very even from 16 to 40 years old. The figures do not decrease substantially until the 51-55 bracket.

Age	Per cent
Under 15	2.9
16 - 20	14.3
21 - 25	14.4

Age	Per cent
26 - 30	16.5
31 - 35	14.1
36 - 40	13.1
41 - 45	8.5
46 - 50	6.2
51 - 55	2.2
56 - 60	2.8
Over 60	4.7

Education of participants

When studying the figures on the education level of group members, it is necessary to remember that the object of this campaign was to reach the largest part of the rural population - the farmer. It is known in Tanzania that this large proportion of the population has not been to formal schooll.We are interested in the proportions of group members with low levels of education and course in the proportion with high levels of education. If for example most of the group members were ex Standard VII leavers, the main audience of the campaign would have been missed.

From the table below it can be seen that the majority (68.4 per cent) of the group members had Standard IV or less education. This means that the campaign has in fact been quite successful in reaching the intended audience. The relatively small proportion of group members who have completed more than Standard VII (13.6 per cent) means that the groups are largely rural.

Highest level of schooling reached	per cent
No formal schooling	16.6
Standard I -IV	51.8
Standard V - VII	18.0
Standard VIII - Form II	11.2
Above Form II	2.4
	100.0

Occupations

The interpretation of the figures on the occupations of the group members is straight forward. If in this campaign the object was to reach the rural population, then one would

expect to find most of the members registered would be farmers. If primary school teachers are involved in many groups as group leaders, then we should find them represented in the statistics in roughly a one to ten ration, the suggested ratio of leader to members. The information below then merely confirms that the campaign has reached the intended rural population.

Occupation	Per cent
Farmers	72
Teachers	9
Artisans (fundi)	5
Civil Servants (officers)	4
Office Workers (typists, clerks)	4
Business	2
TANU officials	1.5
Others	2
	99.5

The Group Leaders

Based on a sample of the returned attendance registers, we have isolated the basic demographic information about the group leaders. This is interesting from several points of view.

We were interested in knowing the extent to which the leaders were similar to the group members. One of the strengths of the radio study group method is that as the group leaders need not be teachers, they need only to have been trained in group leadership techniques.

Sex of Group Leaders

Male	92%
Female	8%

Age of Group Leaders Percentage

Under 15	0
16 - 20	16.0
21 - 25	28.4
26 - 30	14.8
31 - 35	18.5
36 - 40	4.9
41 - 45	11.1
46 - 50	3.7
51 - 55	1.3
56 - 60	0
Over 60	1.3
(Mean leader's age 30)	100.0

Education of Group Leaders

Highest Standard Reached	Percentage
No formal schooling	3.3
Standard I - IV	24.4
Standard V - VII or VIII	55.6
Form I and II	7.7
Above Form II	9.0
	100.0

Occupations	Percentage
Teacher	46.7
Farmer	40.0
TANU Official	3.3
Office workers (typists messengers, etc)	3.3
Fundi	1.1
Civil Servants (officers)	1.1
Others	4.4
	99.9

Comments

One point from the tables above which stands out most clearly is that a surprisingly large number of group leaders (40 per cent) are farmers. During the course of the campaign many of the organizers felt that a much higher portion of the group leaders were primary school teachers or perhaps voluntary literacy teachers. An interesting experiment in another campaign would be to study the difference between the functioning of groups which were run by school teachers and those run by others.

The educational standard of the group leaders is somewhat higher than for the group members although a remarkably small number of them have more than Standard VII or VIII (17 per cent). This again is encouraging as it confirms the fact that the group leaders do not, in fact should not, have to be highly schooled in order to be effective as leaders.

Knowledge Gain Test Results

Of all of the methods which we have used in the evaluation of the campaign, this method has proved the most difficult to carry out. Out of 50 groups selected for testing, only 17 groups finally submitted both the pre-test and the post-test.

Total sample selected	50
- groups disqualified	5
- groups where names didn't match on both tests	7
- groups sending only one set of tests	15
- groups not reporting	6
Groups completing both tests	17

The details of how the test was developed and administered has been explained in the section on methodology, but it should be repeated that the test contained 10 multiple choice items which could be answered on paper or orally

in those cases where the group members did not read. Our analysis is based on the results of 97 group members in seventeen different groups. The groups with complete information were as follows:

Mafia	2 groups
Tabora	4 groups
Kisarawe	4 groups
Kigoma	1 group
Mzizima(DSM)	1 group
Songea	5 groups

Test Results

The range for the pre-test was 20% to 100% with a mean of 72%.

Pre-test: range: 20 - 100%
mean: 72%
median: 79%

Post-test: range:50% - 100%
mean: 83%
Median: 88%

Difference in means between pre-test and post-test: 11%

The significance of the difference between the means was tested using a "t" test, the obtained "t" score was 4.62, thus showing the difference between the means to be significant at better than a .01 level. In other words we can feel safe in assuming that the increase in the score for the post-test was in fact due to something other than chance!

Individual Improvement

Another way of looking at the knowledge gain test results is through individual progress.

Number of people improving score	48
Number of people with the same score	39
Number of people with lower score	10

The Effectiveness of the Method

From an educational point of view it is important to place some value on this eleven per cent improvement in performance from the first test given at the beginning of the campaign to the test administered after the campaign was over. If one takes into account that each group averaged 65 per cent attendance, that they met about 6 out of 10 of the sessions, and that the sessions themselves were of about one hour's duration, then an eleven per cent improvement seems quite good. It would have been interesting to have had a control group which spent the same length of time studying the material in a traditional classroom situation. This may form a part of the next campaign. Even without this we do have for the first time proof that people do learn using this method. When we combine this fact with the distribution and cost factors we can make comments about the total value of this kind of learning.

Campaign Costs

An important part of the evaluation of the campaign is the total cost of the exercise as well as the distribution of costs in various expense categories. In a campaign such as this, some of the accounting has to be estimated because many expenses were either hidden, or were taken up by other organizations. The Institute of Adult Education was the main organizing agency and as such incurred the bulk of the expenses. Other organizations however did contribute both in terms of time and money. The Cooperative Education Centre and its wings distributed materials and cooperated with seminars. The District Adult Education Officers arranged most of the second stage training seminars, distributed much of the material and reproduced report forms in addition to supervising the groups in their areas. Much of these expenses we have not included because it falls within

the normal limits of their jobs. Tanzania is fortunate to have a network of adult education officers throughout the country who could work so effectively in organizing study groups.

The expenses listed therefore are those incurred by the Institute of Adult Education and by other agencies involved in the campaign. What we have not included as costs for this campaign are the salaries of the various Institute staff members. Although this might be argued from different points of view, our feeling was that these members of staff were not hired to work on the campaign alone and in fact would have been paid salaries whether they worked on it or not. It would be necessary in order to plan a similar campaign to be aware of the rather large staff commitment made to this campaign. We have estimated that the planning, production, distribution, supervision and evaluation of Wakati wa Furaha took 40 man months. At various times in the campaign there were from two to eight staff members working full time on the campaign.

Before presenting a per participant cost we will below show the expenses recorded.

CAMPAIGN COSTS	TZ Shillings	U.S.Dollars
1. Production of Study Material (Textbook, study guide and radio programmes)		
Fees and extra salaries	1,960.00	274.50
Illustrations and enlargements	89.75	12.57
Duplicating paper (100,000 sheets)	3,200.00	448.17
Stencils (200 at 1/- each)	200.00	28.01
Travel claims	470.00	65.82
	5,919.75	829.09
2. Publicity		
Printing of posters by the Ministry of Agriculture	34,000.00	4,761.90
Production of quiz programmes	120.00	16.80
Travel claims	48.75	6.82
	34,168.75	5,614.63

3. Stage I Training		
Duplicated training materials (see section 1)		
Board and lodging	3,708.00	519.32
Travel expenses	3,310.00	463.69
Allowances	1,600.00	224.08
	8,618.00	1,207.00
4. Stage II Training		
Duplicated materials (see section 1)		
Board and lodging (666 people at 9/- each)	5,994.00	839.49
Travel claims for DEO's (stage II organizers) 100 miles x 73 seminars x .80 per mile	5,840.00	817.92
Travel expenses for participants (for 50% of 1,854 at 2/- each)	1,854.00	259.66
Allowances for DEO"s (estimated 1 day and 1 night at 30/- each for 73 seminars)	2,193.00	307.14
Books distributed free of charge (textbook and study guides)	14,667.85	2,054.32
Distribution expenses	724.05	101.40
	31,272.90	4,379.95
5. Evaluation		
Fees for field interviews	416.00	58.26
Part-time statistical assistance	1,000.00	140.05
Supervision of groups	216.25	30.28
Travel claims for pre-testing	22.50	3.15
	1,654.75	231.75
TOTAL	81,634.95	11,433.46

Comments

One of the most expensive items in the campaign were the printing of the publicity posters. This expense was carried by the Ministry of Agriculture. The figure of 34,000 shillings is roughly 40% of the entire budget of the campaign while the value of these posters was negligible. Most of the recruitment for study group leaders and group members was done by the organizers who would have been as successful without the posters. Certainly this expensive production of posters is not necessary for the success of other campaigns of this sort.

Of the remaining expenses, the largest single expense was the purchase of the text books used in the campaign. The book used was edited and assembled by the Institute of Adult Education and printed by East African Literature Bureau. One book was provided to each study group leader. For other campaigns, the cost per book might be cut down by using a simpler format, fewer pictures and cheaper paper. It is hoped that a text can be produced in the future at about one shilling per copy.

Costs per participant

If we now look at the costs in terms of the numbers of people trained and the number of group members we find as follows:

Training Seminars	Shillings/particip.
Stage I training (organizers)	86/-
Stage 2 training (group leaders)	17/-
/- in addition to stage I training -/	
Total Campaign	
Approximately 20,000 group members	4/-

Conclusions

Scope of the Campaign

One of the goals of this campaign eas to achieve a national pattern of operation. The results of the evaluation show that the campaign has in fact met this goal as about 45 Districts

operated study groups for about 20,000 people. The public in fact continues to write letters concerning the campaign asking about future plans. This method of education is becoming popular throughout the nation.

Reaching the Intended Audience

Another point where the campaign succeeded was in reaching the rural section of the population. Our figures show that not only were three quarters of the group members farmers, but over 40 per cent of the group leaders themselves were farmers. Thus the campaign has actually reached those people with the greatest need for education. If the quality of the message can be improved in the future and the audience expanded still further, one could expect a substantial impact from this approach. It is safe to say that even after running three of this kind of campaigns, the Institute of Adult Education is just now beginning to see the full potential of this type of mass education.

Training Methods

Another area which we have been quite satisfied with is that of training. This was the first time that a two stage training programme has been tried and it was uncertain as to how much slippage there would be between the first and second stages of training. One of the indications of the success of this training is high rate of return of registration forms and the success by nearly all groups of filling in correctly the somewhat complicated attendance forms. Considering the many papers and documents that each group leader was presented with, the fact that so many followed the instructions very closely is an indication that the messages at the second stage level were presented clearly.

Supervision

Against the background of what has been said before a future radio study group campaign must plan for supervision of the campaign in a different way. The number of supervisors must be increased - very likely to two or three in each division. Arrangements must be made to make it possible

for the supervisor to meet groups outside transmission times as well.

Radio Programmes

One of the strengths of this type of campaign was the combining of the organized radio listening group concept with the study group concept. This is combining the strength of the radio as a mass communicator with the permanence of the printed word. This was the first campaign where both the printed materials and the radio programmes were specially designed for the campaign only.

The radio presented some difficulties as the quality of the programmes tended to be somewhat uneven. The programmes were written by the several different organizations concerned with each topic. This presented continuity problems to the Institute which were not completely overcome. What was quite interesting is that very few cases were ever reported of study groups not being able to function because of lack of radio sets. It seems clear that radio sets are sufficiently well distributed in rural Tanzania to allow continued dependence on volunteer radio owners for other campaigns.

Evidence of Learning

The fourth area that seems to be positive is the evidence that in fact people can learn from this method. We have assumed this to be the case in the past, but we now feel that the statistically significant improvement in scores from the pre-test to the post-test, gives us assurance that at least some facts about the 10 years' progress since Independence have been learned. We now have a starting point for measuring the success of other campaigns. There are many topics that might produce more visible physical changes in rural areas; we must perfect the method and select future topics with this in mind.

Distribution

Not all aspects of the campaign of course were successful. One of the areas that was not a success was the distribution of the text books and study guides to the districts. Over 50

per cent of the District Adult Education Officers reported that they did not receive copies of the texts and study guides in time for the beginning of the campaign. One or two reported that they received no materials at all. There were several lessons learned from this. We would not for example have the textbooks and materials printed outside Tanzania as was done in this case. The communications in case of late delivery of goods is nearly impossible. Even if the materials were printed locally and delivered on time, we would want to allow a distribution time of three months for future campaigns.

The Future

The success of the Wakati wa Furaha campaign, particularly from the organizational point of view and the potential for still more effective campaigns has encouraged the Institute of Adult Education and other agencies to begin planning another programme. It is hoped that the already trained group leaders will participate with the newly trained leaders so that the network of groups can be expanded still more. The active participation of the people in rural areas in learning through discussion and dialogue is an integral part of the development process.

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